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ABSTRACT

This final project report for the HEW Office of Libraries and Learning Resources presents guidelines for rural library personnel to plan library programs which are responsive to the needs of the community. The guide is designed to be free of jargon for maximum communicability to library personnel who do not hold advanced degrees. The section "Getting Started" explains the need for awareness of rural library user needs and outlines goals of the project. Included in "Your Community" are guidelines for collecting and analyzing demographic data. A section on "Community Information Needs" lists 24 need categories divided by subject. Identification of special library programs and community information sources is explained in two more sections, and the "Library Materials" section describes statistical identification of library holdings for each user need category. The final sections deal with formulating plans to answer information needs and publicize library services. (SW)

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Final Report

Project No. 475AH70172
Grant No. G007702304

Information Needs Assessment of Rural Groups for Library Program Development

Daniel Barron
Charles Curran

College of Librarianship
University of South Carolina

February 1979

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U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE

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ABSTRACT

This report concerns the completion of a project to develop guidelines for rural library staff personnel for their use in planning library programs which are responsive to the information needs of the community. Since many library staff personnel in rural areas do not have the advantage of advanced degrees, the guidelines were designed to communicate with a broad range of library personnel. The guidelines are basically methods of systematic program planning applied to previously identified information needs of rural populations. They may be implemented with a minimum of outside consultation, and they are intended to form a base on which other, more complex planning and evaluation processes might be added.

Final Report

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INFORMATION NEEDS ASSESSMENT OF RURAL GROUPS FOR LIBRARY PROGRAM DEVELOPMENT

February 1979

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Libraries and Learning Resources

Preface

The study team acknowledges the help, guidance and hospitality shown them by so many who contributed to the team's efforts to construct this guide.

Ann Hayes Drennan lent valuable assistance. George Eyster of the Appalachian Adult Education Center at Morehead State University gave freely of his time and talent. Frank G. Tsutras, Staff Director of the House Rural Caucus Committee, shared valuable insights, as did personnel at the National Rural Center, Rural America, the U.S. Department of Agriculture, the Tennessee Valley Authority, the National Education Association, and the East Tennessee Development District.

John Houlahan, editor of the Winter 1980 issue of Library Trends which is devoted to rural libraries and librarianship, was supportive of the team's efforts.

Roger Greer and Marty Hale provided needed assistance in the area of community analysis. Catherine Lewis, Carl Heffington, and William Langston, all public librarians in South Carolina, gave generously of their time during the field-testing of the guide.

The team owes special thanks to the State Librarians and State Library Consultants in Georgia, Florida, Tennessee, Kentucky, Virginia, North Carolina, South Carolina, Mississippi and Alabama. These persons supplied help and encouragement whenever called upon and theirs was a most valuable contribution.

Dean F. William Summers of the College of Librarianship, University of South Carolina, was friend and counselor throughout this project and it was his encouragement that led the team to seek the project grant.

Executive Summary

I. Description of the Problem

The basic problem which initiated this study is the need to identify and address the information needs of rural people.

Libraries are agencies with responsibilities for acquiring and disseminating information and these agencies should be sensitive to the needs of rural citizens. An awareness of the needs should guide the acquisition and dissemination activities of the library agency. Librarians in rural service should find ways to appraise community information needs and be observed in the community as visible, accessible providers of information.

II. Objectives and Scope of the Study

A. After deciding upon rural libraries in the American Southeast as the focal points for study, the study team conducted a literature search and then embarked upon a travel schedule of fact-finding activities which included visits to nine state library agencies, to several government agencies and to Rural America headquarters and the National Rural Center. The team also participated in a Community Analysis workshop in Port Deposit, Maryland. After developing a prototype guide, the team tested its communicability with local public librarians in Florida and South Carolina.

The team found most state librarians receptive to the idea of information needs assessment and most claimed to be interested in seeing the results of the project aimed at developing an action strategy for local librarians.

B. The basic goal of the study was to help promote responsive library services. A prime objective was the production of a guide for action that was:

1. Based upon existing information needs;

2. Free of jargon;

3. Communicative with a broad range of library employees.

In pursuit of these objectives, the study team examined already published projects with similar objectives. Projects which had gathered data about information needs of rural people served as foundation documents for this study team's activities. During visits with librarians at system and local levels the team encouraged feedback on the communicability of the guide.

C. The primary focus of the study centered on rural public library programs. The census definition of "rural" was used as a guide, but the team was most interested in the problems of geographically isolated populations, not their numbers. Public meant supported by tax funds and open to all citizens within defined geographical boundaries. Library programs referred to those acquisition, dissemination, public relations and information activities which public librarians perform or could perform.

The team aimed at supplying local librarians with a guide for action which could help them determine whether their libraries' materials and programs addressed the information needs of local constituents.

III. Procedures

The project consisted of two related phases. The first included literature reviewing, travel and fact-finding, and participating in community analysis education. These experiences formed the basis for guide construction. The second phase was devoted to testing the guide in the field.

The team took the guide to local librarians and conducted in-person sessions which centered on determining whether the guide communicated and whether what it communicated was worth the time and effort it would take to implement the guide suggestions.

The more positive responses from librarians came when they became convinced of the doability of the project and the potential political or budgetary advantage associated with the project. The team noted this and strengthened the guide's explanatory sections.

Another revised objective concerns whom to convince when trying to promote the project. Originally the team had considered the state librarians as the prime targets. The team now acknowledges that in some instances the local librarians, systems directors, and/or trustees may assume primacy.

IV. Significant Associated Data

No significant associated data were gathered in pursuit of team objectives.

V. Conclusions

Based upon their interviews with state librarians, consultants and practitioners at the local level, as well as with non-library persons in government and public service agencies with responsibilities to rural citizens, the team offers the following conclusions:

1. Librarians are most receptive to learning about the guide;
2. Librarians will assume the additional work associated with guide implementation only if they are convinced of the pay-off in terms of potential increased support or increased visibility;
3. The guide should work; it does, in fact, focus upon need-related services.

VI. Recommendations

1. The study team recommends the implementation of the guide at the local library level in selected rural communities.
2. The study team recommends that the guide be utilized for a period of one year by each rural library.
3. The study team recommends that librarians who use the guide for a year should meet and discuss its usefulness as a program planning device.

INTRODUCTION

The Problem

The information needs of rural people must be identified before library systems or programs can be designed to address them. The objective of the reported study was to develop a model which librarians can use to determine the information needs of rural Americans and develop programs of service which relate specifically to these needs.

Background to the Problem

Demographic data show that migration patterns in recent years have shifted. Rural states are gaining in population while some urban states have either lost populations or have shown slower rates of increase.[1] Data from the Southeastern States Cooperative Library Survey 1972-1974 show a large number (52%) of libraries charged with serving areas with populations under 25,000.[2] While a great deal is known about rural sociology, less is known about libraries serving rural populations. Fortunately, some very careful study has documented the variety of information needs existent among rural populations; the next logical steps are to identify the various agencies responsible for addressing those needs, to define the library's role in this process, and to weave information delivery and referral into the fabric of rural life. This requires the cooperation and energies of change-agents -- persons with the authority, power, and influence to launch the catching-up process.

Those in leadership positions must recognize the problem, identify specific rural groups (the aged, unemployed, disadvantaged, young, ill, handicapped, isolated) and their unique information needs, then institute programs which develop and coordinate services that address these needs, avoid wasteful duplication in the process, and raise the quality of living

for rural people to higher levels of need and expectation.

As stated in the 1973 Denver Conference on information and library service needs of the nation, the information needs of rural Americans may not be so "revolutionary or demanding...but are still unmet for people in remote areas."[3] Rural people constitute one third of the total population of the United States;[4] these 70+ million people deserve to share more fully in the information delivery capabilities of today's service agencies.

The writers support Archibald Haller's statement in a National Workshop on The Quality of Rural Living:

> " . . . I think the main problem of rural society is the same as the main problem of urban society. It is concerned with variation in the quality of living. It is concerned with unequal access to the experiences that constitute the good life, and with the rights, goods, and services that are prequisite to those experiences."[5]

The purpose of this study was to develop a guide for planning library programs which could be considered operationally sound yet be written in the simplest terms possible. Many library staff members in rural areas have limited library education backgrounds and therefore, may not be able to implement processes which often are written for target audiences consisting of library educators or graduate librarians.

Related Research and Literature

There have been some reported studies directed toward rural libraries in the United States. Bundy, in 1960, surveyed a sample of farm families in Illinois to determine their use of existing library services and materials.[6]

Her conclusion, on which the proposed study was based is that

> Rural library service must be based on the needs and interests of its public, fitting into the work and social life of the people and integrated with the other communications and educational agencies which serve the families.[7]

Avant studied demonstration libraries in Louisiana conducted by the Louisiana State Library between 1956-1969. The primary concern of the research was with a description of those who used and the use made of libraries in rural areas.[8]

The findings of Maxwell's study of rural library needs indicate that "respondents seemed to have no systematic basis on which to establish needs (and that) expressed needs seemed to follow resources."[9]

Starley and Kovacik, in addition to making an interesting point about the relationships between rural and urban social problems (claiming that the former must be solved before the latter can have a realistic solution), describe the rural setting and the penalties of rural isolation. In attempting to escape these penalties, outmigration results in the further decline and isolation of rural areas, characterized by the presence of a less educated and less skilled labor force which does not attract industry. A cyclical force perpetuates the isolation.[10]

The findings of Ann Hayes Drennan and Anne Shelby[11] add substantially to what is known about rural information needs. Their descriptions of rural conditions and categorizations of major areas of information need can constitute the foundations upon which service and referral programs can be conceived and launched. Statements contained in Rural Poverty and Regional Progress in Urban Society[12] provide convincing evidence that the conditions described by Drennan and Shelby have antecedents in economic and political realities that must be understood by those who seek to effect change in the delivery of services.

Sociological components in these antecedent realities are well documented in the Quality of Rural Living.[13] Again, the problem of addressing rural information needs is clearly a systems problem that requires the understanding and cooperation of leaders and change-agents who can recognize the constituent and interdependent components of the problem.

Procedures

The project reported here was completed in two phases. Phase one consisted of:

A. A survey and analysis of available research and literature in the areas of:
   1. Rural library service;
   2. Information needs and information seeking behavior of rural populations;
   3. Rural studies, the most recent developments and research in rural sociology, economics, and demographics;

B. Identification of and subsequent visits with individuals and agencies having expertise or vested interest in improving the quality of life of rural Americans. These include:
   1. Members of the Geography Department, University of South Carolina;
   2. South Carolina State Library officials;
   3. Staff of Rural America;
   4. Staff of the National Rural Center;
   5. Staff of the National Education Association;
   6. Staff of the U.S. Department of Agriculture;
   7. Staff at the Appalachian Adult Education Center;
   8. President of the American Rural Sociological Society;
   9. Staff of the Tennessee Valley Authority;
   10. Staff of the U.S.O.E. Regional Planning Office, Atlanta;
   11. Chief state library officials and consultants in the states participating in the Southeastern States Cooperative Library Survey--Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

During the interviews with the people mentioned above, the research team attempted to:

1. Determine the extent to which these experts believed library services were a part of rural Americans' lives;
2. The current status of library program planning in the states selected for this study;
3. The nature of this planning;
4. How this planning could be made more effective;
5. How a new planning guide might be introduced best to library systems in the states.

C. Using information gathered as described above, the research team then developed a guide for planning library programs.

Phase two consisted of:

A. Taking the guide into the field to be critiqued by system level and building level librarians and staff members. These field testings were carried out in South Carolina and Florida;

B. A revision of the guide in accordance with the recommendations gathered in the field.

Results

The primary result of this project was the development of the following planning guide.

A secondary result, although very important in the minds to the research team, was the awareness generated about and or focused on rural Americans and their needs for library services. It became apparent to the team that some persons interviewed gave little thought to library programs and services except those which were very narrowly book-oriented. People who have a major responsibility for serving rural people are going to have to help educate some of their colleagues in public service agencies.

COMMUNITY INFORMATION NEEDS & LIBRARY SERVICES

COMMUNITY INFORMATION NEEDS AND LIBRARY SERVICES

by

Daniel Barron
Charles Curran

This guide was prepared in conjunction with activity supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. Much of the content of this paper is based upon work currently progressing in conjunction with Project No. 475AH70172, "Information Needs Assessment of Rural Groups for Library Program Development."

U.S. Department of
Health, Education, and Welfare

Office of Education
Office of Libraries and Learning Resources

Columbia, South Carolina
February, 1979

Introduction

Someday all people who have questions they cannot answer or have answers they would like to check may think of the library first as a place to go or call for help. Lots of people think of the library if they have school-related information needs or want to borrow the latest best seller, but how many people go to or call the library for help in meeting other everyday information needs related to health care, consumer guides, or recreational activities? The answer is relatively few.

Recent activity by tax payers across the country shows that people are beginning to do something about the burdens of taxes and are looking for ways to reduce their tax load, especially property tax. Many are willing to give up some things, including library service to reduce taxes. Librarians may have to find ways to identify their services as essential to the daily life of the community so that tax payers will want to continue to support the library.

If librarians could learn ways to broaden the base for library support, they might protect the library from becoming a target of tax payer economies. This guide is intended to suggest a way for librarians to learn more about their communities, understand more about the extent of information need in the communities, examine existing library programs in relation to community needs, and most importantly, to be observed in the process of weaving the library into the fabric of community life.

GETTING STARTED

Getting started depends upon your understanding of:

1. what this project is about
2. why you are doing it
3. what you can expect to gain from it
4. how it can be done.

WHAT THIS PROJECT IS ABOUT

The purpose of this project is to provide you with ways to broaden your knowledge and understanding of your community so that you can continue to plan library services which will help people think of the library as an essential part of their everyday lives.

If you agree that it is important to:

1. know about your community and its information needs;
2. plan library services that are responsive to those needs;
3. let the community know about your services;

then you are already GETTING STARTED.

WHY ARE YOU DOING THIS PROJECT:

Ultimately, this project will provide you with a planning guide for developing library services that are responsive to community information needs. You may use it to demonstrate to library boards and other governing officials that the library is giving services that the community really wants, needs and asks for.

WHAT YOU CAN EXPECT TO GAIN FROM THIS PROJECT

You can expect to gain five major things from this project:

1. a fuller understanding of your community and its information needs;
2. a fuller understanding of how present library services fit in with these community information needs;
3. greater visibility in the community--some people will know more about library services after you have completed this project;
4. a good feeling - you will have added to your impressions of the community those observations that result from the project, and this will help you gain confidence in the library's service role;
5. Bargaining power! Community support and funding are more likely to exist for library services that are responsive to greater numbers of people. Your project will describe some of the library's efforts to meet your community's information needs.

HOW IT CAN BE DONE

This project can be done now--by you! In fact, you are the most important part of this entire process.

There are three fundamental requirements for this project to work:

1. You must be convinced that this is a worthwhile thing for you to do;
2. You must be convinced that library services should be developed on the basis of current community need;
3. You must be convinced that regardless of how long you have lived in this community and been active in community activities, it may be possible for you to increase your knowledge about the community's people and information needs.

The sequence of this project has been carefully planned to take maximum advantage of strong foundation and solid procedure. Follow the steps in the sequence presented for best results with this project.

The process which you will follow looks like this:

You will:

1. Determine who lives in your community and how they use the library;
2. Examine some information needs that are common to almost every community;
3. Determine what agencies exist in your community which provide a variety of information services which you may tap into;
4. List the programs you currently are offering to meet specific information needs in your community;
5. Examine your collections to see how recent the information is which you have in specific areas;
6. Develop some specific plans based on the above for your library;
7. Consider some ways in which you may let others know about your library programs.

This is not a difficult project; in fact, you will probably find it to be fun, especially as you discover new things about your community and how you may be able to expand your help to the people who live there.

[illegible] COMMUNITY

WHY KNOW YOUR COMMUNITY?

The library is a community service agency. It exists to serve the needs of the community. We know that people have all sorts of information needs and that the library has or may have access to a great deal of the information which these people need. If librarians knew more about these information needs, they could promote the library as having a wider purpose than just checking out books and answering students' school-related questions. With a better understanding of the community and its needs the librarian would have information that he or she could use to provide the general community and funding bodies with reasons why additional funding may be needed or why cuts in the budget would not be in the best interest of the community.

There are at least three ways in which librarians go about collecting information about the library's community.

1. Intuitive -- The information gathered as a result of living and working in a community. Often expressed as "I just know," without any measurable or carefully gathered information.
2. Impressionistic -- Information gathered by actually looking at the community for the specific purpose of gathering a personal view.
3. Systematic -- Information gathered by completing a series of planned activities which will describe the nature of the community and its people.

The following activities will provide you with a step-by-step foundation for analyzing your community. Take each in turn and leave some time at the end to simply think about the information you gather and ask yourself -- so what?

Who is out there? What are they like?

In order to find out who is out there, you will probably have to use a variety of sources including:

A. Census tract which you may order from:

The United States Government Printing Office
Washington, D. C. 20202

(Ask for your county's census tract.)

B. Your local school administrative offices;

C. Regional planning offices associated with your state government (check the telephone book).

Using these or any other available resource fill in the charts below:

Community Age Level

Here you will get a picture of the age groups that live in your community. (Write in the number of persons who fall into the following categories.)

	Number of people in your community
Pre-School age	_____
Elementary age	_____
Middle School age	_____
High School age	_____
College age (19-25)	_____
Productive age (25-65)	_____
Retired (65 and above)	_____

Community Education Level

Here you will get a picture of the highest levels of formal education the people in your community have attained. (Write in the number of persons who fall into the following categories.)

Number of people in your community

Little or no formal schooling	_____
High School graduates	_____
Some college	_____
College graduates	_____
Advanced degrees	_____

Community Occupations

Here you will get a picture of how the people in your community make a living. (Write in the number of persons who fall into the following categories.)

Agricultural	_____
Business	_____
Industrial	_____
Professional	_____
Other	_____

By looking over the three charts you have just completed you can get a pretty good idea of who lives in your community, what they do for a living, and what they may expect in terms of levels of reading, programs, and other services. You will refer back to this section again later in the guide.

Map Analysis

A map of your county can be one of the most valuable tools you can use to help you gather planning information. A large map will be easier to use in the following process. Usually you can get one from your state's highway department.

There are several things that you can put on this map to help you determine where your users come from and where you may need to work to develop support for your program.

1. Take a sample of your registration file or membership list (techniques for doing this may be found at the end of this section).
2. Using a felt tip pen, put a dot on the map for each of the registered library members as close to their home as possible. If you can distinguish between adult and juvenile registrations, you may want to use two (2) different colors of felt pens.
3. Put the map in a prominent location, probably near the front door or main entrance. Nearby keep a supply of chart pins (those with colored heads). Put up a sign asking all those coming into the library to place a pin on the map as close to where they live as possible. You may want to keep the map up for a week.

Analysis

By comparing the marks with the pens you will have one indicator of where your users (actual and registered) live, at the same time you may be able to identify areas in your county from which few people come to your library.

4. With different colored markers than you used in the past steps, trace your current bookmobile routes.
5. With stick-on stars, locate and mark the location of your library and all of its branches.
6. If there is any public transportation system which operates in your county, mark its route. Be sure to keep the colors different.

Analysis:

Now sit back and look carefully at the map. You may already have identified areas from which people do not come to the library. Now you may also be able to identify areas which are not served by Branch or bookmobile library service.

What you have completed is a part of the systematic assessment process. A good follow-up to this will be a drive-around. Pick one or more of the areas on your "assessment map" and drive through them.

Go to these areas with no other purpose than to gather impressions, the second form of information collection we described earlier. As you drive through the areas, try to look at everything as if it were the first time you had ever been in that section of your county. Look for things such as how people live, where churches are and where stores are. What kind of people do you think live here; what are their daily lives like; do they farm, (etc.)?

You have now had a chance to see graphically where people live and how far they have to come to visit the library. The graphic work that you and your partners have done may suggest a number of things to you:

1. where to conduct registration drives;
2. where to route bookmobile services;
3. how far people must travel from work or home to use the library;
4. what geographical barriers exist (rivers, mountains, etc.);
5. how library hours might be adjusted to accommodate more people.

It is useful now to get some more information about the community in order to help develop a fuller understanding of how the library can plan to serve the community. Just as there are many ingredients in a cake which combine to form the final product, the community has a number of parts which combine to provide a comprehensive picture of the community. When we look at the cake, we do not see the ingredients. When we look at the community in which we live, we may see only the whole picture, not its parts. Librarians have to see these parts because in order to serve the community, they must know the community and its needs.

Roger Greer provides help in seeing these parts--these community ingredients.[14] He says that major parts of the community are:

1. Individual characteristics of people;
2. Agencies;
3. Groups;
4. Life styles.

Roger Greer puts these ingredients in a figure which shows how they relate and overlap to form what he calls a comprehensive picture. See Figure 1.

Librarians want to look at community ingredients so they can plan programs of service for the community. The more librarians know about their people, where they work, what groups they form, how they spend their time and what their interests and concerns are, the more librarians can learn about how to make the library important in the lives of citizens.

Do you ever wonder why more people don't use the library? Maybe one reason is that they do not see the library as anything other than a place where books which do not interest them are kept. You are now dealing with that problem because you are systematically looking at your community and you are about to identify ways to help more people know that the library can "matter" in their lives.

Let's concentrate some more on the Individuals. Who are the influential people in your community? Who are the leaders--the people whose opinions influence the opinions of others? They may be clerks, doctors, clergy, coaches, military personnel, educators, grocers, politicians, business-persons, or farmers. Who are they? Make a list.

How about agencies and businesses? Are there any government agencies in the community? Federal? State? Local? Agricultural? Police? Planning? Welfare? Health? Library? Search your yellow pages. List some of these agencies.

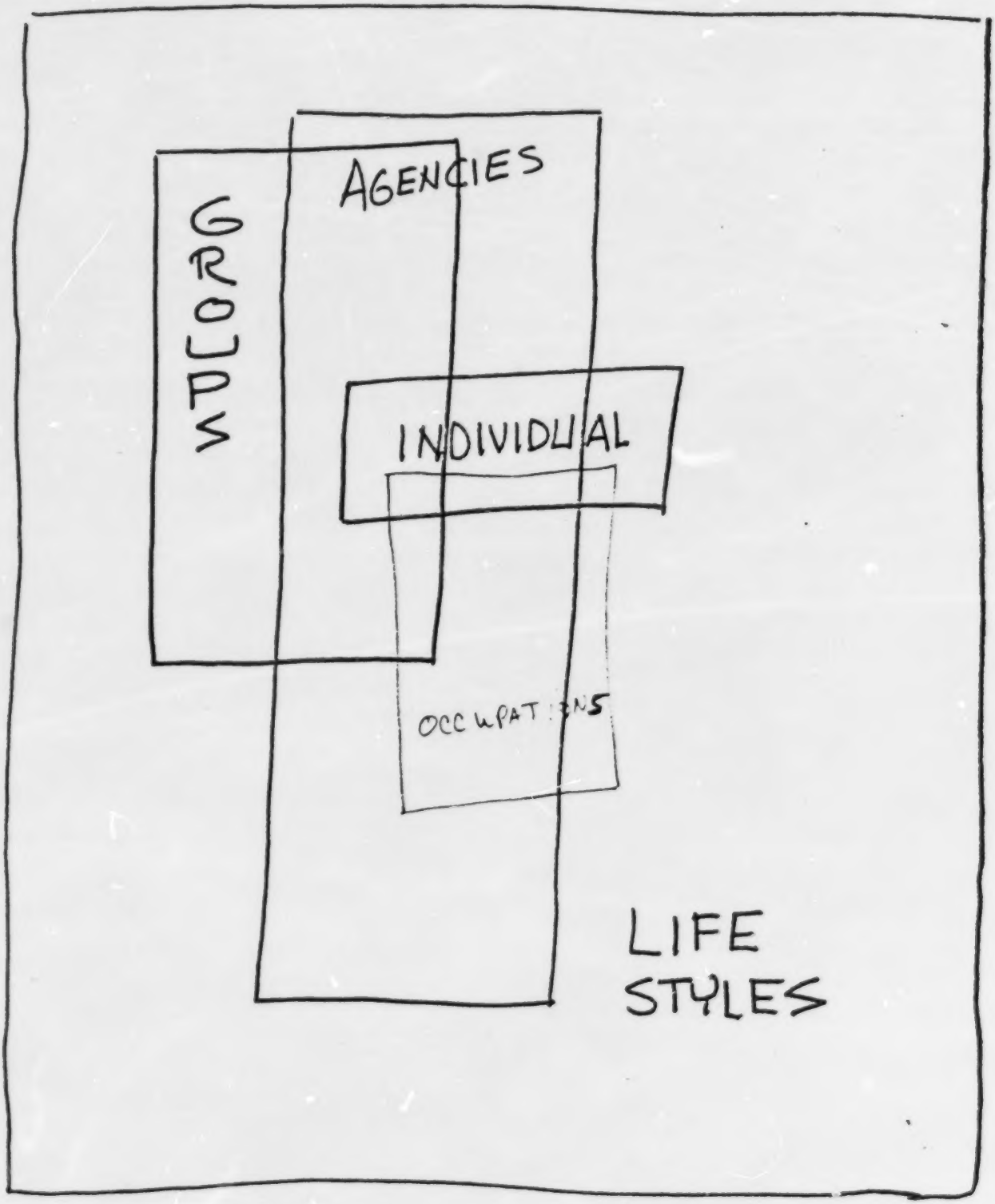
Now look at two weeks' worth of local newspapers for a representative period. Watch carefully for indications of what people do with their time. Cut out such notices and assemble them into a LIFE STYLE category.

What groups are out there? Are there volunteer groups, theatre groups, ethnic clubs, garden clubs, bridge clubs, service clubs or golden age clubs? Do any of these organizations have telephone numbers? Make a list of such groups in your community and place them in the GROUP category.

Now take your lists and post them on a large COMMUNITY PICTURE. It does not matter that the lists are incomplete or that you can not decide whether a certain item belongs in the GROUP or AGENCY CATEGORY. What matters is you now have a systematically assembled picture of your community that will help you to:

1. Think about planning library services that are likely to appeal to the people and groups you have identified, <u>your</u> community;
2. Complete the next phase of this guide, a procedure that should result in a plan of action for you and your library.

It must be kept in mind that while the suggested activities in this section will yield valuable information for library service planning, a more in-depth and long-term community analysis might be considered. The research team suggests that those considering a more in-depth community analysis, get in touch with the people at Community Analysis Associates, Denver, Colorado.


GROUPS
AGENCIES
INDIVIDUAL
OCCUPATIONS
LIFE
STYLES

Sampling Your Registration File

Whether you use a card file, card-dex, or other systematically arranged registration file, the following procedures should provide you with a good picture of what your current registered users are like.

1. Close your eyes and point to the numbers listed below:

61196	80240	44177	51171	[illegible]	39323	05798	26457
15474	44910	99321	72173	[illegible]	04595	10836	95270
94557	33663	86347	00926	[illegible]	34823	51770	67897
42481	86430	19102	37420	[illegible]	76559	24358	97344
23523	31379	68588	81675	[illegible]	43438	36879	73208

Wherever your finger leads, pick the number closest to your fingertip.

2. Now go to your registration file. Start with the first entry in the file and count into the file up to the number closest to your fingertip. For example, if you pointed to the number 42481 but your finger was closer to the eight, then eight is your number. Going to your registration file, count eight entries (names, cards, etc.) into the file and that is your first registrant to examine.

   A. If you have 100 or fewer people registered, examine each and tally as explained in the guide.

   B. If you have between 100-250 use every other entry in the file.

   C. If you have over 250 follow the following formula:

      Number of entries in your file _____

      Multiply by .20 _____

      Number of entries you must examine_____

      Number of entries you must examine. $\overline{\text{(Number of cards you count from previous selected card)}\ \big)\ \text{Number of entries in your file.}}$

For example:

   A. You have 850 entries in your registration file. 850

   B. Multiply by .20 .20

   C. This gives you the number of entries you should examine to have a good picture of your registered users. 170

   D. Divide 850 by 170

      $170\overline{)850}$

   E. This gives you 5.

F. Now go to the shelf list and count in the number you previously selected from the table. We will stay with 8;

G. Count into the file 8 entries, tally that, count 5 more and tally that. Continue to do this until you have at least 170 tallies.

Remember, this is an example. Your numbers will probably be different, but it will be accurate for your purposes.

COMMUNITY INFORMATION NEEDS

You have just finished one type of community analysis and you have a good idea about the characteristics of your community. People in every community, rural or urban, have information needs. The following list represents some of the categories of need which many people have almost every day. As a result of your community analysis, you may find that the people in your community have needs which you cannot neatly fit into these categories, so modify this list to suit your community. Remember this is a listing of common needs found in almost all communities. It is not a list of services which the library should expect to provide alone.

For example, many citizens have a need for income tax preparation information. You might list this in category 11. On the other hand, if you choose to add a category for a need your community analysis has identified, do so.

	NEED CATEGORY	DESCRIPTION
1.	Aging	Needs related to care for the aging; mental, physical, and spiritual characteristics of the aging.
2.	Agricultural	Needs related to all aspects of large and small scale farming, the home gardener, or hobbiest.
3.	Business	Needs related to starting, running, or closing businesses concerns.
4.	Conservation	Needs related to our stewardship of natural resources.
5.	Consumer	Needs related to getting the best products for the money or making complaints.
6.	Crime Prevention and Personal Safety	Needs related to all aspects of law enforcement and protection and on all levels--city, county, state, national.

	NEED CATEGORY	DESCRIPTION
7.	Cultural	Needs related to music, theatre, film, poetry, writing, drama, local history and maintaining customs.
8.	Education	Needs related to womb-to-tomb learning--how to be a parent, what to do to get a child in school, how to develop new job skills, how to teach adults to read.
9.	Emergency	Needs related to immediate crisis-physical, mental, personal or personal property.
10.	Employment	Needs related to getting, keeping, changing jobs or upgrading. Re-entry into job market.
11.	Family Life	Needs related to family planning, improving, interpersonal relationships among the family members.
12.	Financial Matters	Needs related to budgeting, making or getting loans.
13.	Health	Needs related to mental and physical well-being. How to stay well and how to get well.
14.	Housekeeping and Household Maintenance	Needs relating to cooking, upkeep.
15.	Housing	Needs related to dealing with landlords, being landlords, mortgages, insurance, buying, renting, building houses.
16.	Legal	Needs related to making wills, marriage and divorce, contracts, land.
17.	Leisure	Needs relating to recreation and relaxation.
18.	Political, Assisting Political Figures, Government	Needs relating to determining what government agency is responsible for what, voting records, personal rights.
19.	Religious	Needs related to church school, personal search for spiritual meaning.

NEED CATEGORY	DESCRIPTION
20. Relocation	Needs relating to moving.
21. Social Services	Needs related to unemployment, food stamps, Medicare.
22. Transportation	Needs related to getting from one place to another, public transportation, rental.
23. Veterans	Benefits, rights, opportunities.
24. Young People	Needs related to children and adolescent guidance, child care, parenting, crisis and problem counseling.

COMMUNITY SERVICE AGENCIES

COMMUNITY SERVICE AGENCIES

Many questions may not be answered by using books, films, encyclopedias or other library materials. Also, librarians do not answer all questions: some because they can not; others because they should not (legal questions, for example). Nevertheless, the obligation is to help people get answers to their questions.

This section of the guide contains a list of possible agencies which could provide help in answering questions to which the library must refer some users. Note that the list is arranged in the information need sequence which you have already worked with in the previous sections. Please add to the list the names of specific agencies which exist in your community. (Note the example given below for one community in South Carolina.)

The best way to do this is to spend more time with your local telephone book and that of a larger town which may be close to you, especially a county seat. Many information sources can be located by looking under city, county, state, and U.S. government headings.

For example, suppose that in your community analysis and information need appraisal activity you noted a percentage of aging population. Now list the community agencies which may have information or provide services for this group.

Later, if you are asked for information or services which you do not provide by one of your library programs, you will be able to refer the user to another person or group of persons who can. Now continue to add agencies to the list to correspond to the needs you determined in the previous section.

NEED CATEGORY	AGENCIES	PHONE
Aging	South Carolina Commission on Aging	758-2576
	Capitol Convalescent Center	782-4363
Aging		
Business		
Conservation		
Consumer		
Crime Prevention and Personal Safety		
Cultural		

NEED CATEGORY	AGENCIES	PHONE
Education		
Emergency		
Employment		
Family Life		
Financial Matters		
Health		
Housekeeping and Household Maintenance		
Housing		

NEED CATEGORY	SERVICES	PHONE
Legal		
Leisure		
Political, Assisting Political Figures, Government		
Religious		
Relocation		
Social Services		
Transportation		
Veterans		
Young People		

LIBRARY PROGRAMS

Let's define library programs as special activities of the library. For purposes here any activity beyond the standard services - circulation, reference help or handling regular telephone inquiries about materials - will be considered a library program.

So, renewing a book is not a special library program because this is a normal circulation routine, but sending books-by-mail to patrons can be considered a library program. Here are some more examples:

STANDARD SERVICES	LIBRARY PROGRAMS
1. Displaying current periodicals	1. Alerting interested patrons by mail when a newly arrived periodical contains an article you know they would want to read.
2. Answering telephone reference questions	2. Operating a referral service
3. Ordering books on motorcycles	3. Having a Saturday afternoon program, inviting a motorcycle dealer to display a bike and explain safety practices.

Almost everyone knows that books can be borrowed from a library. But many people do not think of the library as a place that provides special programs for informational, educational or recreational interests.

Think of the library programs in your library. In the spaces provided next to the needs list, write in those programs, placing them with the information need category to which you believe they are related. You may run a program that appears not to relate to a listed need. In the space provided at the end of the needs list, add the need this program addresses and write in the program opposite it.

It is very important that you remember that no library can offer programs in every area, so do not think badly of yourself or library if you have identified needs which you do not have programs. Remember, this is not an evaluation exercise but a descriptive activity which can be used in planning.

NEED CATEGORY	LIBRARY PROGRAMS
1. Aging	
2. Agricultural	
3. Business	
4. Conservation	
5. Consumer	
6. Crime Prevention and Personal Safety	
7. Cultural	

NEED CATEGORY	LIBRARY PROGRAMS
8. Education	
9. Emergency	
10. Employment	
11. Family Life	
12. Financial Matters	
13. Health	
14. Housekeeping and Household Maintenance	
15. Housing	
16. Legal	

NEED CATEGORY	LIBRARY PROGRAMS
17. Leisure	
18. Political, Assisting Political Figures, Government	
19. Religious	
20. Relocation	
21. Social Services	
22. Transportation	
23. Veterans	
24. Young People	

LIBRARY MATERIALS

LIBRARY MATERIALS

Although there are many ways to evaluate library collections, for the purpose of this guide, materials will be examined to determine their recency. The nature of the information needs described in this guide requires libraries to have very recent materials.

Follow the directions in this section and you should be able to get a good picture of the recency of various materials in your collection.

FILLING OUT THE CHART: BOOKS

If you have a shelf list:

1. Note the classification numbers assigned to the information need categories with which you have already worked. If you have added any categories, assign numbers from the classification system used by your library.
2. Using the ruler included in this guide, measure the cards in each category.

   There are usually about 100 cards to the inch.

   A. If there are 75 or fewer cards in the shelf list with the classification numbers you are examining, use all of them.

   B. If there are between 75 to 150 cards in the category. You will examine 50% of them.

   C. If there are between 150-250 cards in the category you will examine 25% of them.

To examine a percentage of the cards in a section:

1. Close your eyes and point to the numbers listed below:

61196	80240	44177	51171	08723	39323	05798	26457
15474	44910	99321	72173	56239	04595	10836	95270
94557	33663	86347	00926	44913	34823	51770	67897
42481	86430	19102	37420	41976	76559	24358	97344
23523	31379	68588	81675	15694	43438	36879	73208

   Wherever your finger leads, pick the number closest to your fingertip.

2. Now go to your shelf list. You will examine each section in the shelf list corresponding to the Dewey number of the need categories in this guide. Start with the first card in the section, then count into file up to the number you chose in the first step.

For example, if you pointed to the number 42481 but your finger was closer to the eight, then eight is your number. Going to the shelf list, count eight cards into the section you are examining and you have the first card you will examine and record.

3. If you are doing a 50 per cent examination, use every other card until you reach 50 per cent of the total cards in your file. If you are doing a 25 per cent examination, use every 4th card after the first card you select.

4. Note the copyright date on the cards you use and record that information on the chart provided.

You may have some concern about the accuracy of this sampling. What about the books that don't get picked? Could this procedure not cause me to overlook the very best and latest book on the subject? Yes, it could, but the purpose of sampling is not to count every book, but to get a picture of the collection. If you follow the procedure outlined here, you will get an accurate enough picture of the whole so that you can begin to make decisions. Remember, statistical methods enable political pollsters to forecast an election outcome on the basis of a carefully selected one (1%) or two (2%) percent sample.

FILLING OUT THE CHART: OTHER MATERIALS

You notice that the chart includes audio-visual, vertical file and periodical holdings.

To examine your audio-visual holdings, you can use the same method you used for book materials.

Vertical file materials should be examined in its entirety as should the periodical holdings.

When you finish this part of the process you will have a good idea as to the recency of the information you have available in your library.

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
1. Aging	301.435 sociology 362.6 problems of aged people and their alleviation 155.6 Psych of adults and aged	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

2. Agricultural 630

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
3. Business	650	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

4. Conservation — 333 (energy); 333.72 (nat'l resources)

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
5. Consumer	credit - 332.743 Protection (law) 343.07 educ. - 640.73	

Number of books in this category
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

6. Crime Prevention and Personal Safety 364.4
614.8 Safety
323.43 (personal security-rt. to bear arms)

Number of books in this category
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
7. Cultural	301.2	
Number of books in this category		_____
Number of books copyrighted in current year		_____
Number of books copyrighted in last 5 years		_____
Number of books copyrighted earlier than 5 years		_____
Number of A.V. materials in this category		_____
Number of A.V. materials copyrighted in current year		_____
Number of A.V. materials copyrighted in last 5 years		_____
Number of A.V. materials copyrighted earlier than 5 years		_____
Number of periodicals related to this category		_____
Number of vertical file materials related to this category		_____
Number of materials with a current year date		_____
Number of materials with a date within 5 years		_____
Number of materials with a date older than 5 years		_____
8. Education	370	
Number of books in this category		_____
Number of books copyrighted in current year		_____
Number of books copyrighted in last 5 years		_____
Number of books copyrighted earlier than 5 years		_____
Number of A.V. materials in this category		_____
Number of A.V. materials copyrighted in current year		_____
Number of A.V. materials copyrighted in last 5 years		_____
Number of A.V. materials copyrighted earlier than 5 years		_____
Number of periodicals related to this category		_____
Number of vertical file materials related to this category		_____
Number of materials with a current year date		_____
Number of materials with a date within 5 years		_____
Number of materials with a date older than 5 years		_____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
9. Emergency	361 (Sociology)	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

10. Employment — 331 (labor force)
658.31 (personnel administration)

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
11. Family Life	392	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

12. Financial Matters 658 (finan. admin.)

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
13. Health	613.07 hygiene study and teaching 614.783 public health 616.89 mental illness	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

14. Housekeeping and Household Maintenance 64[illegible]

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
15. Housing	301.54 (Econ. activities concerned with securing shelter)	
Number of books in this category		_____
Number of books copyrighted in current year		_____
Number of books copyrighted in last 5 years		_____
Number of books copyrighted earlier than 5 years		_____
Number of A.V. materials in this category		_____
Number of A.V. materials copyrighted in current year		_____
Number of A.V. materials copyrighted in last 5 years		_____
Number of A.V. materials copyrighted earlier than 5 years		_____
Number of periodicals related to this category		_____
Number of vertical file materials related to this category		_____
Number of materials with a current year date		_____
Number of materials with a date within 5 years		_____
Number of materials with a date older than 5 years		_____
16. Legal	345.01 (aid) 362.58 (soc. serv.)	
Number of books in this category		_____
Number of books copyrighted in current year		_____
Number of books copyrighted in last 5 years		_____
Number of books copyrighted earlier than 5 years		_____
Number of A.V. materials in this category		_____
Number of A.V. materials copyrighted in current year		_____
Number of A.V. materials copyrighted in last 5 years		_____
Number of A.V. materials copyrighted earlier than 5 years		_____
Number of periodicals related to this category		_____
Number of vertical file materials related to this category		_____
Number of materials with a current year date		_____
Number of materials with a date within 5 years		_____
Number of materials with a date older than 5 years		_____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
17. Leisure	790	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

18. Political, Assisting Political Figures, Government — 322.4 (action groups); 172 activity(citizenship)

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
19. Religious	200	
Number of books in this category		_____
Number of books copyrighted in current year		_____
Number of books copyrighted in last 5 years		_____
Number of books copyrighted earlier than 5 years		_____
Number of A.V. materials in this category		_____
Number of A.V. materials copyrighted in current year		_____
Number of A.V. materials copyrighted in last 5 years		_____
Number of A.V. materials copyrighted earlier than 5 years		_____
Number of periodicals related to this category		_____
Number of vertical file materials related to this category		_____
Number of materials with a current year date		_____
Number of materials with a date within 5 years		_____
Number of materials with a date older than 5 years		_____
20. Relocation	301.324 - .364	
Number of books in this category		_____
Number of books copyrighted in current year		_____
Number of books copyrighted in last 5 years		_____
Number of books copyrighted earlier than 5 years		_____
Number of A.V. materials in this category		_____
Number of A.V. materials copyrighted in current year		_____
Number of A.V. materials copyrighted in last 5 years		_____
Number of A.V. materials copyrighted earlier than 5 years		_____
Number of periodicals related to this category		_____
Number of vertical file materials related to this category		_____
Number of materials with a current year date		_____
Number of materials with a date within 5 years		_____
Number of materials with a date older than 5 years		_____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
21. Social Services	360	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

22. Transportation 385-388

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

NEED CATEGORY	DEWEY CLASS NUMBER	MATERIALS
23. Veterans	355.115 (benefits)	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

24. Young People	350.847 (soc.serv.to 028.5 (reading) 301.4... (sociol. gangs, sex)	

Number of books in this category _____
Number of books copyrighted in current year _____
Number of books copyrighted in last 5 years _____
Number of books copyrighted earlier than 5 years _____

Number of A.V. materials in this category _____
Number of A.V. materials copyrighted in current year _____
Number of A.V. materials copyrighted in last 5 years _____
Number of A.V. materials copyrighted earlier than 5 years _____

Number of periodicals related to this category _____

Number of vertical file materials related to this category _____
Number of materials with a current year date _____
Number of materials with a date within 5 years _____
Number of materials with a date older than 5 years _____

PLANS

A plan is a strategy for action; it is a method for carrying out a program and it outlines an orderly procedure.

You have identified community needs and you have seen how your library materials and programs match-up with those needs. If you can single out information needs which the library is not currently addressing with up-to-date materials or programs, and begin to think how the library could address that need with materials and programs, you are beginning to plan.

A plan is a strategy for action and requires lots of thought. In fact, thinking about planning is the essential first step. That's what this section is about. Note that the familiar NEED CATEGORIES appear again. Now is the time to do some thinking about those categories. After having examined your collection, can you say you meet those needs. Is the referral file up-to-date. Yes? No? If not, what materials (general, not specific) would you want to acquire? What programs might you begin? Record these responses next to the appropriate NEED CATEGORY.

How could you let people know about library materials and programs? Record this answer in the appropriate publicity column.

Now, select three of the suggestions you have made and DO them. For example, if you have identified a major community information need to be information about vocational education and your vocational education materials are out-dated, take steps to acquire some current sources of information. What selection aids are available? Ask the State Library consultant for help. Acquire current materials and when these materials (books, pamphlets, government reports, etc.) arrive, get a note published in the local newspaper, notify the school librarian and/or inform the local rehabilitation agency.

NEED CATEGORY	MATERIALS
Aging	
Agricultural	
Business	
Conservation	
Consumer	
Crime Prevention and Personal Safety	

NEED CATEGORY	MATERIALS
Cultural	
Education	
Emergency	
Employment	
Family Life	
Financial Matters	
Health	

NEED CATEGORY	PLANS	MATERIALS
Housekeeping and Household Maintenance		
Housing		
Legal		
Leisure		
Political, Assisting Political Figures, Government		
Religious		

NEED CATEGORY	PLANS	MATERIALS
Relocation		
Social Services		
Transportation		
Veterans		
Young People		

SPREADING THE WORD

SPREADING THE WORD

Now that you have decided on some specific programs for the people in your service area, you need to tell them what you are doing and how they can participate. Spreading the word means getting the news about your service to the people through every means available.

Here are some suggestions you might want to try to spread the word about your library programs.

A. One of the best sources of publicity materials which relates to library programs in general may be obtained through your state library. Give them a call and ask if they have radio spots (brief commercials which radio stations play for free as a public service) or any other publicity materials you could share with your community.

B. Go yourself to local radio and T.V. stations to see if they will air public service announcements which you write. Often these people will help you write your own spots telling about special events or the programs you planned in the last section of this guide. Remember to keep the public aware of the library and the service you provide. What if McDonald's never had a commercial on T.V. They probably would sell hamburgers to those passing by, but they want to reach more than just these passers by, so they try to convince people to leave home and come eat with them. Very much like McDonald's, librarians need to convince people to come to the library and try it.

C. Try to get a weekly section in your local newspaper. Write up what you did during the past week and what you intend to do in the coming weeks. Always include pictures, they show people what you are doing. Inquire about formats for such announcements.

so you will not place undue burden on the editor.

D. Get in contact with local churches, clubs and organizations, such as the Lion's Club, Rotary Club, Freemasons Association, Boy Scouts, all churches--any group that meets regularly. These people usually are looking for new programs and will appreciate your coming in and telling them about your services which relate to their interests, new things you are trying, or things you would like to do. Perhaps they can help you in ways other than just using the library themselves.
One approach might be to do a slide/tape or just a slide show which tells what you do. A talk with visuals usually helps people to remember the message better.

E. Get some business cards printed. Pick areas on the user map which shows a limited user population. Take your business cards and go into those areas, shake hands with people, tell them about the library, and give them your card with an invitation to call if they need any type of information.

F. Try a variety of awareness gimmicks:
Put some bookmarks with your library's name and telephone number in businesses where many people shop;

Put up posters there, telling them about special programs;

See if a local business will co-sponsor a calendar or telephone sticker on which may be some advertisement for the business, emergency numbers such as doctor or police, and, in bold letters, the name and number of your library. This way, each time a person uses the telephone, or checks the date, he or she will also think of the library;

G. Be sure to introduce yourself to local school personnel, maybe attend a teacher's meeting to tell them about new programs you are offering. The school librarian is another person you should contact. Give him or her enough postcards so that you can be informed if term papers, or other library assignments have been given for which you should get ready.

H. Co-sponsor an event with some other service agency. For example, ask the summer recreation planners to work with you on a story hour for children or young people. This kind of activity can help you get to know and, in turn, become known by other service personnel. As these contacts grow, they may refer people to you who otherwise might not think of the library.

I. Be sure to tell your trustees, boards, and other administrative officials about your new programs. A letter, or better, a short conversation with them can go a long way in assuring their support for your activities.

Spreading the word should be a very important part of your duty as a library staff member. The more people learn about you and the good programs you are planning for them, the more likely they will be to make use to the programs. Serving people's information needs is the librarian's business; the better librarians perform the more assured they can be of getting continued support from their communities.

Conclusions

Based upon their interviews with state librarians, consultants and practitioners at the local level, as well as with non-library persons in government and public service agencies with responsibilities to rural citizens, the team offers the following conclusions:

1. Librarians are most receptive to learning about the guide;
2. Librarians will assume the additional work associated with guide implementation only if they are convinced of the pay-off in terms of potential increased support or increased visibility;
3. The guide should work; it does, in fact, focus upon need-related services.

Recommendations

1. The study team recommends the implementation of the guide at the local library level in selected rural communities.
2. The study team recommends that the guide be utilized for a period of one year by each rural library.
3. The study team recommends that librarians who use the guide for a year should meet and discuss its usefulness as a program planning device.

NOTES

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5. Workshop on Quality of Rural Living. The Quality of Rural Living. Washington, D.C.: National Academy of Sciences, 1971, 5.

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12. Rural Poverty and Regional Progress in Urban Society, Chamber of Commerce of the United States, n.p., 1969.

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